

Family and Consumer Sciences Education

Housing, Interiors and Furnishings

Activity/Resource Guide August, 1999

Grades 11-12

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Introduction

The purpose of these materials is to assist in the development of and provide guidance to teachers for Housing, Interiors and Furnishings. It is hoped that teachers will use these activities as a basis for planning an experience that exposes students to knowledge and skills common to Housing, Interiors and Furnishings.

This course will:

1. Examine housing needs and choices for individuals and families
2. Analyze components of housing design and construction
3. Analyze components of interior space and planning
4. Analyze the components of a safe and attractive environment
5. Analyze career paths within the housing, interiors, and furnishings industry
6. Demonstrate design and presentation skills

What does a Typical Classroom Look Like?

Because this course emphasizes full-class participation, teamwork, and individual projects and/or study, there should be enough room for tables, chairs, equipment, and lab stations. Accommodations should be made for work stations with electrical outlets. There should be enough storage space to contain resources, display activities, materials, software, and unfinished projects.

Both reusable and consumable instructional materials are generally used in this experience. If there is not enough money in the school budget to purchase materials, equipment, and books, outside funding and/or in-kind services may be required. Some teachers may need to develop classroom materials themselves. If so, adequate time for developing the materials should be allowed.

Equipment might include an overhead projector, computers, videos/VCR's, camcorders, microcomputer courseware, and video courseware. Special locks or other security precautions may need to be taken to protect equipment.

The teacher is the instructional facilitator and the manager of the classroom environment and resources. He/she helps students identify instructional goals and creative activities, moves about the classroom observing and giving assistance, and works with other teachers to plan and deliver the curriculum. The students are active rather than passive learners. They do individual and group work. They develop skills through hands-on activities, test theories, and relate and/or apply what they learn. The classroom is always alive with activity, sounds, and conversation. The purpose of this curriculum is to help students to make connections. The one condition that makes this happen is teachers planning and teaching together. Teachers can work together to integrate the curriculum.

At least one teacher on the team is vocationally certified in Family and Consumer Sciences. The teachers should regularly attend in-service activities and conferences to update and upgrade teaching and content knowledge. Internships for the instructors are recommended to keep current in business and industry techniques.

Sample Activities

In addition to other activities and lessons, the following activities can be used as supplements to the curriculum framework to teach the competencies. These activities may be used as written or adapted to meet the needs and abilities of individual students. Teachers should consider other combinations and activities.

ACTIVITY#	ACTIVITY TITLE
Activity 1	Public Space
Activity 2	Architectural Style Report
Activity 3	Salt Dough
Activity 4	Design a Label
Activity 5	Accessories Shopping
Activity 6	Fabric Card–Fibers
Activity 7	Tie Dye and Stenciling on Fabrics
Activity 8	Mood Magic
Activity 9	Presentation Techniques
Activity 10	Housing Needs
Activity 11	Housing Case Studies
Activity 12	Chapter Service Project
Activity 13	Entrepreneurship
Activity 14	Focus on Children
Activity 15	Illustrated Talk
Activity 16	Job Interview
Activity 17	Skills for Life
Activity 18	Alternative Assessment Activities

The following activities correspond with the Housing, Interior and Furnishings curriculum framework competencies. This is *only* a guide. The list does not limit other possible combinations and should only be used as a reference. This chart shows which sample activities help teach more than one competency and also the variety of activities for a particular competency.

Competencies	Sample Activity
01. Examine Housing Needs and Choices for Individuals and Families	12
01.01 Identify Universal Housing Needs	8, 10
01.02 Explore Factors Influencing Housing Decisions	1, 8, 10
01.03 Explore Factors to Consider When Choosing a Place to Live	1, 10
01.04 Describe Methods of Housing Acquisition	10
01.05 Analyze Factors Involved in Renting	10
01.06 Analyze Factors Involved in Buying	10
02. Analyze Components of Housing Design and Construction	13
02.01 Analyze Influences on Architectural and Furnishing Design and Development	2, 5, 6, 8
02.02 Evaluate House and Floor Plans	
02.03 Demonstrate Floor Planning Techniques	
02.04 Explore Housing Construction Techniques	2
02.05 Identify Systems Within the House	
03. Analyze Components of Interior Space and Planning	14
03.01 Identify Elements of Design	2, 3, 7
03.02 Identify Principles of Design	2, 3, 7

03.03	Assess the Use of Textiles in the Home	4, 5, 6, 7
03.04	Examine the Use of Interior Backgrounds in Design Planning	2, 7, 8
03.05	Develop Skills to Arrange Furnishings	
03.06	Explore Furniture Styles, Construction, and Selection	2, 7, 8
03.07	Explore the Use of Lighting and Accessories in Design Planning	2, 5, 8
03.08	Explore Various Household Equipment, Appliances, and Technology	2
04.	Analyze Components of a Safe and Attractive Environment	15
04.01	Explore Methods of Planning Outdoor Living Space	
04.02	Identify Methods of Creating a Safe and Secure Living Environment	6
04.03	Explore Home Improvement and Maintenance Techniques	7
04.04	Explore Trends in the Housing and Interiors Industry	1, 5, 6, 7, 8
05.	Analyze Career Paths Within the Housing, Interiors, and Furnishing Industries	16
05.01	Explore Career Opportunities in Planning and Design	8
05.02	Explore Career Opportunities in Building Trades	
05.03	Explore Careers in Allied Occupations of Government, Real Estate, and Materials and Furnishing Sales	

05.04 Explore General Procedures for Business Profitability and Career Success

06. Demonstrate Design and Presentation Skills 17

06.01 Evaluate Client's Needs, Goals, and Resources in Creating Design Plans for Housing, Interiors and Furnishings 1, 8

06.02 Demonstrate Design and Presentation Skills 8, 9

06.03 Demonstrate Housing Design Ideas Through Visual Presentations 8, 9

01. Examine Housing Needs and Choices for Individuals and Families

Competencies	Activities
01.01 Identify Universal Housing Needs	8, 10
01.02 Explore Factors Influencing Housing Decisions	1, 8, 10
01.03 Explore Factors to Consider When Choosing a Place to Live	1, 10
01.04 Describe Methods of Housing Acquisition	10
01.05 Analyze Factors Involved in Renting	10
01.06 Analyze Factors Involved in Buying	10

RESOURCES

Web Sites:

- # HUD
www.hud.gov/search.html
- # Rent Net: Apartment Rentals
www.rent.net/ctg/cgi-bin/RentNet/Home
- # Coldwell Banker
www.coldwellbanker.com
- # Home Path
www.homepath.com
(Pros and cons of owning a home)

Contacts:

U.S. Department of Housing and Urban Development
Neighborhood Networks
9300 Lee Highway
Fairfax, VA 22031
www.hud.gov/nnw/nnwpub/html

Guest Speakers

Real Estate Agent
Resident Manager

02. Analyze Components of Housing Design and Construction

Competencies	Activities
02.01 Analyze Influences on Architectural and Furnishing Design and Development	2, 5, 6, 8
02.02 Evaluate House and Floor Plans	
02.03 Demonstrate Floor Planning Techniques	
02.04 Explore Housing Construction Techniques	2
02.05 Identify Systems Within the House	

RESOURCES

Web Sites:

- # Interior Pictures Online
<http://memory.loc.gov/ammem/amhome.html>
- # Room-By-Room
<http://members.tripod.com/~kburge/HomeEc/housing.html>
(Decorating projects including worksheets, decorating guides, and free graph paper)
- # Builder Online
www.builderonline.com/
(Study more than 1500 house plans)

Guest Speakers:

Interior Designer
Roofer
Electrician Apprentice
Furniture Restorer

03. Analyze Components of Interior Space and Planning

Competencies	Activities
03.01 Identify elements of design	2, 3, 7
03.02 Identify principles of design	2, 3, 7
03.03 Assess the use of textiles in the home	4, 5, 6, 7
03.04 Examine the use of interior backgrounds in design planning	2, 7, 8
03.05 Develop skills to arrange furnishings	
03.06 Explore furniture styles, construction, and selection	2, 7, 8
03.07 Explore the use of lighting and accessories in design planning	2, 5, 8
03.08 Explore various household equipment, appliances, and technology	2

RESOURCES

Web Sites:

- # The Furniture Wizard
www.furniturewizard.com
- # Black & Decker
www.blackanddecker.com
- # Maytag
www.maytag.com
- # Plasti-Kote Project Ideas
www.plasti-kote.com

Country Sample Decorating Ideas
www.sampler.com/decideas/decideas.html

Guest Speakers:

Home Maintenance Advice Columnist
Lighting Consultant
Interior Designers
Kitchen & Bath Planners

04. Analyze Components of a Safe and Attractive Environment

Competencies	Activities
04.01 Explore Methods of Planning Outdoor Living Space	
04.02 Identify Methods of Creating a Safe and Secure Living Environment	6
04.03 Explore Home Improvement and Maintenance Techniques	7
04.04 Explore Trends in the Housing and Interiors Industry	1, 5, 6, 7, 8

RESOURCES

Web Sites:

Better Homes & Gardens
www.bhglive.com

Living Home
www.livinghome.com/

How Stuff Works
www.howstuffworks.com

Publications:

Kinzer, Stephen. "A Historic Trove of Houses, in Need of Handymen"-- The New York Times, August 5, 1999.
www.nytimes.com/learning/general/featured_articles?980805wednesday.html/

Guest Speakers:

Home Maintenance Service Owner
Home Inspector

05. Analyze Career Paths Within the Housing, Interiors, and Furnishing Industries

Competencies	Activities
05.01 Explore Career Opportunities in Planning and Design	8
05.02 Explore Career Opportunities in Building Trades	
05.03 Explore Careers in Allied Occupations of Government, Real Estate, and Materials and Furnishing Sales	
05.04 Explore General Procedures for Business Profitability and Career Success	

RESOURCES

Web Site:

- # Career Options
<http://mama.indstate.edu/users/siva/intdesign.html>
- # The Reekie Team
www.reekie.com
- # Career Magazine
www.careermg.com
- # Kids & Jobs
www.pbs.org/jobs/

Guest Speakers:

Career Counselor

Panel of professionals to discuss various career options in housing, interiors, and furnishings including constructionist and home designer, interior designer, maintenance professional, real estate agent, entrepreneur, and publicist.

06. Demonstrate Design and Presentation Skills

Competencies	Activities
06.01 Evaluate Client's Needs, Goals, and Resources in Creating Design Plans for Housing, Interiors, and Furnishings	1, 8
06.02 Demonstrate Design and Presentation Skills	8, 9
06.03 Demonstrate Housing Design Ideas Through Visual Presentations	8, 9

RESOURCES

Web Sites:

Ladies Home Journal Online Furniture Arranger
<http://lhj.com/index.shtml>

Traditional Home Designer Finder
www.traditionalhome.com/

Guest Speakers:

Advertising Agent

Home Furnishing Salesperson

Activity: 1

Public Space

Lesson: Individually, find an unusual space that you will occupy for a minimum of 10-15 minutes. The space must have be enclosed by at least four sides. Some examples are a closet, a grocery cart, a tree, a small storage space, etc. Be creative, but be careful. Make sure you choose a space that you can move in and out of easily. Once you have selected your space take note of the activity within the space. What are the sights, smells, tastes (if any), and sounds? How does it make you feel? Are there any unusual or interesting textures? Become familiar with every inch of the space, taking notes as needed.

Requirements: Create a rough front view and a top view(as if someone is looking down on you from a helicopter) rendering of your space. It may be in black and white or color, depending on your preference.

Include a written explanation of the space you selected. Describe your feelings and emotions while you occupied the space. What did you hear, see, smell, taste, feel while you were in the space? Did you have to sit or stand? What was the comfort level? How did the space make you feel? How could you improve the space to make it more comfortable for you? One page minimum.

Construct a model of you space. This must reflect the drawings and be in color. You may use any materials you wish to use. Be creative and have fun with it.

Activity: 2

Name _____ Date _____

Architectural Style or Architect Report

1. Choose a style of architecture, a time period, or an architect who interests you.
2. Using a minimum of two references (encyclopedias, architecture books, magazine articles), research the architectural style, time period, or architect and take some exciting notes and draw some pictures. You must include the bibliography in your report.
3. Write a story about the style you have chosen. Write as if you lived in that style of home, went to church in that style of church, or lived during that period. Include some basic information about the style or architect and events which were occurring that influenced the architect or style, and why you like the architect or style.
4. Organize your notes, then write neatly in ink or type your report.
5. Include a sketch or picture of your architectural style or the style of the architect.
6. This paper should be included with your report as the cover page.
7. Be prepared to give a 2 - 4 minute oral summary of your report to the class (slides, videos, and photos are encouraged.)

My chosen topic: _____

Due date: _____

Salt Dough

This activity is intended to help you see the difference between shape and form. At the bottom of this page, draw a shape. Then visualize in you mind how you can make this shape into a three-dimensional form. Make the form as instructed below.

Salt Dough:

1 cup flour
1/4 cup salt
water
food coloring

1. Place flour into a bowl.
2. Stir salt and food coloring into about ½ cup hot water.
3. Stir the water mixture into the flour.
4. If the mixture is not soft and workable, add more water or flour, as needed.
5. Knead the mixture until it is smooth.
6. You may wish to make several different colors of dough. To make brown dough, add 2 Tbs. Instant tea to each cup of flour.
7. Shape the dough.
8. Moisten the dough where pieces touch.
9. Bake at 275 degrees for about 2 ½ hours.
10. Allow to cool, then varnish with a high gloss varnish.

Activity: 4

Design an Label

Design a fabric label for a household item (sheets, bedding, towels, drapery, carpet, etc.) The finished label should not be larger than 4 x 6 inches. Be creative. Include the following:

1. A log design of your own
2. Fiber content
3. Care instructions
4. Where was it made

Activity: 5

Name _____ Date _____

Accessories Shopping Trip

You have just moved into an apartment. In order to make this space liveable, it needs some accessories. To add the final touches to your apartment and make it more personalized, you must choose the basic accessories from the following list. For each item, you must list the store or catalog in which you found the item, the brand, the color or brief physical description, and the price. Be realistic; you must be able to manage the payments for these purchases.

	STORE	BRAND	COLOR/DESCRIPTION	PRICE
Master Bedroom				
Queen-size bedspread				
Throw pillow				
Throw pillow				
Two lamps				
Alarm Clock				
Telephone				
Wall hanging				
Wall hanging				
Living Room				
Two throw pillows				
Two lamps				
Vase for flowers				
Wall hanging				
Wall hanging				
Kitchen				
Wall clock				
Canister set				

Telephone				
	STORE	BRAND	COLOR/DESCRIPTION	PRICE
Casual dinnerware for 8				
Glasses for 8				
Flatware for 8				
Toaster				
Two towels				
Two hot pads				
Bathroom				
Two bath towels				
Two hand towels				
Two washcloths				
Toothbrush holder				
Soap dish				
Shower curtain				
Rug				
One wall hanging				

Activity: 6

FABRIC CARD–FIBERS

DIRECTIONS: Each student will be given a set of fabric cards and fabric swatches including the following fabrics wool, silk, leather, jute, cotton, flax (linen), rayon, acetate, acrylic, nylon, olefin, and polyester. Other fabrics may be used if so desired.

SUPPLIES: Each lab group will need a pair of tweezers (to hold the fabric when being flame tested), a container of water, and a candle inserted in a beaker full of sand.

PROCEDURES:

1. Describe the characteristics of the fabric swatch, how to care for the fabric, household uses, and the average cost. You may need to look up some of this information.
2. Cut a small piece from the fabric swatch to be flame tested.
3. Holding the fabric piece with the tweezers, place it in the candle flame. Observe what occurs. What was the flame like? Did it smoke? What was the odor? Were ashes produced? If so, describe them.
4. Record the results in the appropriate box on the fabric cards.
5. Attach the unburned portion of your swatch to the fabric card in the designated space.

TEACHER’S NOTE:

Other experiments may be conducted such as the application of heat, rather than an open flame (using an iron) or the effects of chemicals (such as acetate) when applied to these fabrics.

FIBERS

COTTON–CELLULOSIC FIBER

SOURCE: Fruit of the cotton plant

WHEN BURNED:

Ignites fairly quickly and smells like burning weeds

Bright orange flame with gray smoke

Not totally consumed, was still identifiable in ashes

Must be chemically treated to be flame resistant

CHARACTERISTICS:

+ Versatile, dyes and prints well, absorbent

- Wrinkles, fades, and shrinks unless mercerized and preshrunk

- Mildews if kept moist, rots in sunlight, doesn't wear well

CARE: Washable and dry-cleanable, although washing may remove finishes

May require ironing

USES: Towels, bedspreads, curtains, some rugs

LINEN–CELLULOSIC FIBER

SOURCE: Fibers are from the stalks of the flax plant

Is grown in moderate climates—Great Britain and some European countries

WHEN BURNED:

Burns readily and smells like weeds, but sweeter smelling than cotton

Bright orange flame with gray smoke

Must be treated with flame retardant

CHARACTERISTICS:

+ Crisp, appealing natural texture, absorbent

+ Dyes well and maintains good appearance

- Brittle, stiff, inflexible

- Sun fades, permanent creases

- Stains are difficult to remove

CARE: Dry cleaning recommended

Kitchen linens may be washed in hot water

Ironing is required

COST: Depending upon quality (i.e. fiber length) medium to moderately high

USES: Fine table linens, kitchen linens, upholstery, slipcovers, drapery, wall coverings

JUTE–CELLULOSIC FIBER

SOURCE: Stalk of the jute plant

WHEN BURNED:

Burns quickly and smells like weeds

Bright orange flame with gray smoke

CHARACTERISTICS:

+ Dyes bright colors, strong when dry

- Will rot if kept damp, fades and is brittle

CARE: Hand wash or dry clean

COST: Inexpensive

USES: Carpet backing, wall covering, draperies, crafts

WOOL–NATURAL PROTEIN FIBER

SOURCE: Wool of sheep

WHEN BURNED:

Difficult to ignite–natural flame retardant qualities

Very distinct odor of burning hair

Gray smoke

Sears back and curls, leaving a black, crisp ash

CHARACTERISTICS:

+ Dyes well

+ Resilient, durable, absorbent

- Scratchy

- Susceptible to moths

- Some people are allergic to wool

CARE: Dry-clean or hand wash

COST: Expensive

USES: Carpet (particularly Oriental rugs), some upholstery, wall coverings

SILK–NATURAL PROTEIN FIBER

SOURCE: Silkworm cocoons

WHEN BURNED:

Burns slowly and self-extinguishes

Almost sweet odor with gray smoke

CHARACTERISTICS:

+ Rich, dyes well, excellent drapability

- Decomposes in sun, moisture, soil

CARE: Dry clean or hand wash

COST: Expensive

USES: May be used for draperies or wall covering, but due to expense is usually limited to wall hangings, accessories and trims

LEATHER–NATURAL PROTEIN FIBER

SOURCE: Hides of cattle, swine, or deer

WHEN BURNED:

Flame resistant, but smells like meat cooking

No real flame or smoke due to difficulty of ignition

CHARACTERISTICS:

+ Extremely durable

- Quality varies; susceptible to marks, holes, and tears

CARE: Mild soap and water

COST: Expensive

USES: Upholstery, desk tops, some wall coverings

RAYON–REGENERATED CELLULOSIC FIBERS

SOURCE: Wood chips and cotton linters

WHEN BURNED:

Ignites readily but melts before burning

Smells like other cellulosic fibers

Orange flame, black smoke

CHARACTERISTICS:

+ Great drapability

- Will sun rot and mildew, wrinkles easily, shrink if not treated

CARE: Dry clean, some are washable

COST: Inexpensive to moderate

USES: Usually blended with other fibers for draperies and upholstery

ACETATE–REGENERATED CELLULOSIC FIBERS

SOURCE: Wood chips, cotton linters, and acetic acid

WHEN BURNED:

Ignites readily, but melts

Orange flame, black smoke

CHARACTERISTICS:

+ Silk like

- Weakens with age, particularly in the sun

CARE: Dry clean, some are washable

COST: Inexpensive to moderate

USES: Bedspreads, draperies, linings, slipcovers, some upholstery

NYLON (POLYAMIDE/THERMOPLASTIC)

SOURCE: Amide linkages attached to two aramid rings

WHEN BURNED:

Melts but self extinguishes
Moderately flame resistant
Gray/black smoke, bright orange flame

CHARACTERISTICS:

+ Strong, durable and versatile
- Scratchy and harsh, static, can sun rot

CARE: Dry clean or launder, cleans well

COST: Low to moderate

USES: Carpet, curtains, upholstery, wall coverings (used extensively in interiors)

ACRYLIC (THERMOPLASTIC)–MANUFACTURED SYNTHETIC

SOURCE: Over 85% acrylonitrile units, synthetic long-chain polymer

WHEN BURNED:

Ignites easily, melts then burns slowly
Black smoke, bright orange, flickering flame

CHARACTERISTICS:

+ Soft, warm, looks like wool, retains shape and color well, resistant to wrinkles
- Nonabsorbent, susceptible to piling and static electricity, stretches out of shape

CARE: Machine wash in warm water with mild detergent and dry on low setting

COST: Inexpensive to moderate–very inexpensive compared to wool

USES: Blankets, carpet, rugs, upholstery, some draperies

POLYESTER (THERMOSETTING PLASTIC)–MANUFACTURED SYNTHETIC

SOURCE: Synthetic polymer ester of substituted aromatic carboxylic acid

WHEN BURNED:

Ignites quickly, melts, drips, forms a hard almost clear residue
Black smoke, bright orange flame

CHARACTERISTICS:

+ Very durable, retains color very well, resists wrinkles, retains shape
- Nonabsorbent, generates static electricity, soils easily

CARE: Machine wash in warm water, dry on low setting, may be dry cleaned

COST: Inexpensive

USES: Bedspreads, blankets, carpeting, draperies, mattresses, sheets, tablecloths, upholstery

OLEFIN (PROPYLENE AND ETHYLENE)–MANUFACTURED SYNTHETIC

SOURCE: Long-chain polymer of ethylene, propylene or other olefin units

WHEN BURNED:

Burns slowly, melts

Black smoke, bright orange flame

CHARACTERISTICS:

+ Very strong, resistant to abrasion

- Shrinking, chemicals and oils will cause stains

CARE: Machine wash, dry on low setting, do not iron

COST: Very inexpensive

USES: Awnings, carpeting, outdoor furniture, upholstery

VINYL (THERMOPLASTIC RESIN)–MANUFACTURED SYNTHETIC

SOURCE: Vinyl chloride, long-grain polymer

WHEN BURNED:

Melts, self-extinguishes

CHARACTERISTICS:

+ Imitates leather (available in many colors and textures)

- Splits, difficult to repair

CARE: Mild soap and water

COST: Low to medium

USES: Upholstery, wall coverings, table coverings

Other fibers such as saran, fiberglass, latex, and metallic that are not always available nor commonly used have been omitted.

Name _____ Date _____

FABRIC CARD–FIBERS

FIBER: COTTON, CELLULOSE (PLANT)	FABRIC SAMPLE
CHARACTERISTICS:	<u>BURNING RESULTS:</u> FLAME: SMOKE: ODOR: ASHES:
CARE:	
HOUSEHOLD USES:	
COST:	

FIBER: FLAX (LINEN), CELLULOSE (PLANT)	FABRIC SAMPLE
CHARACTERISTICS:	<u>BURNING RESULTS:</u> FLAME: SMOKE: ODOR: ASHES:
CARE:	
HOUSEHOLD USES:	
COST:	

Name _____ Date _____

FABRIC CARD–FIBERS

FIBER: LEATHER, PROTEIN (ANIMAL)	FABRIC SAMPLE
CHARACTERISTICS:	<u>BURNING RESULTS:</u> FLAME: SMOKE: ODOR: ASHES:
CARE:	
HOUSEHOLD USES:	
COST:	

FIBER: JUTE, CELLULOSE (PLANT)	FABRIC SAMPLE
CHARACTERISTICS:	<u>BURNING RESULTS:</u> FLAME: SMOKE: ODOR: ASHES:
CARE:	
HOUSEHOLD USES:	
COST:	

Name _____ Date _____

FABRIC CARD–FIBERS

FIBER: RAYON, REGENERATED CELLULOSE	FABRIC SAMPLE
CHARACTERISTICS:	<u>BURNING RESULTS:</u> FLAME: SMOKE: ODOR: ASHES:
CARE:	
HOUSEHOLD USES:	
COST:	

FIBER: ACETATE, REGENERATED CELLULOSE	FABRIC SAMPLE
CHARACTERISTICS:	<u>BURNING RESULTS:</u> FLAME: SMOKE: ODOR: ASHES:
CARE:	
HOUSEHOLD USES:	
COST:	

Name _____ Date _____

FABRIC CARD–FIBERS

FIBER: ACRYLIC (THERMOPLASTIC)	FABRIC SAMPLE
CHARACTERISTICS:	<u>BURNING RESULTS:</u> FLAME: SMOKE: ODOR: ASHES:
CARE:	
HOUSEHOLD USES:	
COST:	

FIBER: NYLON (THERMOPLASTIC)	FABRIC SAMPLE
CHARACTERISTICS:	<u>BURNING RESULTS:</u> FLAME: SMOKE: ODOR: ASHES:
CARE:	
HOUSEHOLD USES:	
COST:	

Name _____ Date _____

FABRIC CARD–FIBERS

FIBER: OLEFIN (PROPYLENE/ETHYLENE)	FABRIC SAMPLE
CHARACTERISTICS:	<u>BURNING RESULTS:</u> FLAME: SMOKE: ODOR: ASHES:
CARE:	
HOUSEHOLD USES:	
COST:	

FIBER: POLYESTER (THERMOSETTING PLASTIC)	FABRIC SAMPLE
CHARACTERISTICS:	<u>BURNING RESULTS:</u> FLAME: SMOKE: ODOR: ASHES:
CARE:	
HOUSEHOLD USES:	
COST:	

Name _____ Date _____

FABRIC CARD–FIBERS

FIBER:	FABRIC SAMPLE
CHARACTERISTICS:	<u>BURNING RESULTS:</u> FLAME: SMOKE: ODOR: ASHES:
CARE:	
HOUSEHOLD USES:	
COST:	

FIBER:	FABRIC SAMPLE
CHARACTERISTICS:	<u>BURNING RESULTS:</u> FLAME: SMOKE: ODOR: ASHES:
CARE:	
HOUSEHOLD USES:	
COST:	

Activity: 7

Tie Dye

TEACHER NOTE: After trying many different dyes from a variety of companies, the writers of this curriculum recommend purchasing supplies from CACHE JUNCTION, 1-800-333-3279. Their dyes work well and do not wash out.

Tie dyeing is a craft that dates back to ancient times in China, Japan, and India. It became popular in America among the “hippie” generation during the 60's. The 90's somewhat a repeat of the 60's, has made tie dyeing popular again. The intent of tie dyeing in interior design is not necessarily to be a “flower child,” but rather to see others combine and experience a method of dyeing techniques.

Dye may come from a natural source such as onion skin, beets, roots, etc. These give a muted natural color. Contemporary commercial dyes, like RIT dye will give more vibrant colors and offer a wider selection, but still are less vibrant than spray dyes that can be purchased in many categories.

Natural fabrics generally dye best. Cotton is the most readily available, but silk is best for a more delicate, intricate design. Nylon also dyes well. Light-weight fabrics tend to produce better results. You can experiment with techniques, but every design is unique and considered a work of art.

It might be fun to first dye a pair of socks, then move on to a T-shirt or a broomstick skirt of matching outfit. A T-shirt, men's cotton boxers, and a pair of socks are other favorites.

Techniques

Designs are created by “tying off” an area of fabric. The idea is to dye part of the fabric while protecting other areas to create a design. The most common method is simply scrunching a handful of fabric together and wrapping it with an elastic. Wherever the elastic is placed, the fabric will remain the original color, creating a burst of color surrounded by a line of the original color of the article. This design can be altered by placing a coin or stone inside the fabric before wrapping with the elastic.

There are many, many ways to tie the fabric. Try using tape on both sides of the garment to create lettering or stripes. Designs may also be hand-stitched into the fabric, gathered together lightly and covered with plastic before dyeing to create specific designs such as hearts, stars, etc.

Bath Dyeing

Prepare dye according to package directions. Place fabric in bath. Immerse all areas you desire to be dyed completely at least 10-15 minutes. Do not leave in longer than one hour. For more intense colors use hot water, allow the article to remain in the dye for long periods of time, or add salt (1-2 cups per package). Natural dyes work best when heated in a pot on top of the stove and stirred. Agitation will give uniform results. Too little agitation results in splotchy spots, desirable if you want a marble or acid-wash effect.

Remove the fabric from the dye bath. DO NOT remove the elastics. Allow the project to dry on a well-protected surface for several hours, turning every hour for the first 4-5 hours and every 6 hours for the next 24 hours to avoid dark ridges from forming where the dye evaporates.

Using More Than One Color

If a second color is desired, remove the article from the first dye bath, rinse in cool water until the water runs clear. Remove the ties and tie again in a new design. Place in the second color. Remove and rinse again. Remove the ties and dry on a hanger. The dye will continue to migrate until the cloth is dry. For a more distinct design, remove ties only after the garment is completely dry.

Setting the Dye

Heat set the dye by pressing with a hot iron, or by drying in a clothes dryer for about 20 minutes.

Care of the Finished Article

To clean the garment after use, wash separately in cool water and mild detergent.

Spray Dyeing

Most craft stores stock dye in spray bottles ready for immediate application. Any dye may be placed in a bottle and used as a spray, but the colors will not be as vibrant as commercial spray dyes. When spray dyeing, wear old clothing and cover an 8 - 10 foot area with plastic. Tie off the article and wet it for a muted, blended look. Spray thoroughly, spread open the folds (wear plastic gloves) and spray inside without removing the elastics, to ensure uniform dyeing. Turn and spray the other side of the article. If using more than one color, be careful to clean work areas before and after spraying the wet article.

Some designs can be created with spray dye that won't work using the bath method. A favorite is to twist the article starting at the center into a tight ball, then securing with three large elastics crisscrossing to create six areas. Spray each area a different color or alternate 2 or 3 colors. Spray the back of the article with corresponding colors.

Another popular design is to create the illusion of a sunflower. Simply tie a small portion of the fabric for the flower center, followed by a larger section for the petals, followed by an even larger section for the leaves. Spray each section separately, being careful of the over spray.

Spray dyeing may also be done on a dry garment. Simply place the article on a 3-5 foot plastic covered area. Twist or fold a design into the article you desire to dye and spray with the dye in the designated areas. When using more than one color, straighten the article and fold or twist into a new design, then spray. Continue this process until all the desired colors have been applied to the fabric. Hang in a protected area for 1-2 hours. Colors sprayed onto dry fabric will be more vibrant and will not migrate into other colors.

Allow the project to dry on a well-protected surface for several hours, turning every hour for the first 4-5 hours and every 6 hours for the next 24 hours to avoid dark ridges from forming where the dye evaporates.

Stenciling on Fabric

Stenciling is an easy, inexpensive technique for decorating any flat surface: fabric, floors, walls. Stenciling is fun because it allows creation of designs tailored to you and your home. By using your own creativity, it ensures an original design.

Any natural fiber, except wool and cotton blends, may be stenciled. Before stenciling, was the fabric to remove the sizing, then dry and press.

MATERIALS:

- Stencil pattern or plastic sheets to make your own stencil
- Utility knife (X-acto)
- Glass
- Pencil
- Black marking pen
- Masking tape
- Brushes or sponges to apply paint
- Textile paints
- Plate to hold paint
- Spoon or palette knife to mix paints
- Paper towels
- Fabric
- Iron

MAKING A STENCIL:

1. Transfer the design of your choice to a plastic stencil sheet (available at craft stores). You will need a sheet for each color to be used in your design.
2. Cut the designs in the plastic sheets using a sharp utility knife (X-acto). Place the stencils on glass for a better cutting surface.
3. Mark the fabric with the design to ensure the stencil will be placed correctly.
4. Tape the precut stencil to the fabric and begin painting. Dip the brush in the paint and wipe off any excess paint. Apply with dabbing strokes. Start at the edge and work toward the center.
5. Before lifting the stencil, make sure all areas have been covered. Lift the stencil straight up from the cloth.
6. LET THE PAINT DRY COMPLETELY.
7. Repeat this process for other colors you wish to use. ALLOW DRYING TIME BETWEEN EACH COLOR.
8. After letting the paint dry completely, heat seal the paint by ironing both sides for three minutes.

Name _____

Class _____

Discussion Questions

1. List the article(s) you dyed. List the articles you stenciled.
2. Were the colors evenly distributed? Why or why not?
3. Was the article free of splotches and ridges? Why or why didn't this occur?
4. What did you learn about color from this project?
5. What did you learn about dyeing from this project?
6. Compare and contrast the process of tie dying versus stenciling on fabric.

MOOD MAGIC ASSIGNMENT

PART I

You have just signed with a new client to wallpaper a new house. You know nothing about your client, and will need to conduct an initial interview to determine your clients likes and dislikes. Interview your client to determine his/her personality color. Consider his/her favorite color(s), how different colors affect different moods, hobbies and interests, whether or not he/she entertains, how many people are in the family and what ages, other items that will affect the type of wallpaper you and your client choose. Your goal is to help your client choose the most appropriate wallpaper for each room. Once you have completed your client's profile, you may begin with the selection process.

PART II

1. Find wallpaper samples that would create the following moods:
 - a. Bold and dramatic
 - b. Masculine
 - c. Feminine
 - d. Relaxing
 - e. Active and lively
 - f. Very formal
2. Mount and label each sample in a creative and professional manner.

PART III

1. Find samples of wallpaper or other wall treatments that would be suitable for the following rooms. The pattern or design is important, but you must also consider the washability and durability of the treatment you select.
 - a. Kitchen
 - b. Child's room
 - c. Family room
 - d. Entry
 - e. Formal living room
 - f. Bathroom
2. Mount, label, and explain why each wall treatment was chosen

PART IV

Prepare a brief final report including your personality profile, your clients needs vs. wants, and the decisions you came to and why. Include your mountings from Parts I and II with your report.

Wallpaper Resources:

Home Fashion Network
557 Duncan Ave.
Clearwater, FL 33758
Email: info@wallpaperguide.com
<http://wallpaperguide.com/index.htm>

The Wallpaper Industry News
<http://wallpaperguide.com/index6.htm>
(Media kits available)

PART I: PERSONALITY COLOR

While there is a lot of validity to moods and psychological effects created by the colors used in a room, psychologists are still studying color preferences and personalities. Below are some personality descriptions based on color preferences. While this information should not be taken too seriously, it is fun to consider. Use this information to determine your client's personality. color.

PINK

If your favorite color is pink, you are probably laid back and carefree. You may be somewhat sheltered and innocent, or you wish you were. Words that describe you are shy, romantic, and feminine. You are gentle, almost to the point of being weak. You have a calming effect on those around you and people who need a friend seek you out.

RED

If your favorite color is red, you want to be part of the action and are quite impulsive. Outspoken, quick-tempered and intense are words that describe your personality. In a crowd you are dynamic and noticeable. If you're not careful, you can become overbearing. You are emotional, exciting, and athletic. You give your opinion whether others will agree with you or not. Life for you must be lived to the fullest.

YELLOW

If your favorite color is yellow, you are intellectual and drawn toward the new and modern. High-spirited, cheerful, and idealistic best describe your personality. You are vivacious, extroverted and comedic. You have strong opinions and can be stubborn. You live by high standards and give sound advice.

ORANGE

If your favorite color is orange, you are unique. You are friendly and get along well with others. You radiate warmth and inspire those you are with. You tend to be social and are drawn to groups of people. You are the hearth of the home and grateful for family and friends.

BLUE

If blue is your favorite color, you are cautious, conservative, and sensitive to the needs of others. Your basic need for harmony often thrusts you into the roll of peacemaker. Words that best describe you are business-like, calm, and capable. You are a loyal, trustworthy friend, but expressing your emotions in a relationship is difficult for you.

GREEN

If your favorite color is green, you are fresh, friendly, and natural. You are persistent, well balanced, and stable. The environment is important in your life and you like things basic to the point of being simple. As a friend, you are frank, sensitive, affectionate, and loyal.

BLUE/GREEN

If your favorite color is blue/green, you are sensitive and need loving care and adoration from others, but you maintain your independence. Showing emotion is difficult for you and others perceive you as self-centered. You have excellent taste and a mature outlook.

PURPLE

If you like purple, you are creative! You consider yourself unique and set yourself apart from others. You are an artist at heart. Scheduling mundane tasks bore you. You can frequently be found day-dreaming and would actually prefer fantasy over reality. While you seek cultural events and luxury, you do not put yourself out to serve humanity. Many inventors claim purple as their favorite color.

BROWN

If you like brown, you are likely to be seen as stable and unchanging. You are self-disciplined, conscientious, and dependable. You like the rugged outdoors and the ultra natural. You are warm, comfortable, intimate, and accepting.

BLACK

If you like black, you are sophisticated, mysterious, and dramatic. You are dignified and keep to yourself. You may be unhappy with how things are, but aren't quite certain how you can change existing circumstances. A young child who chooses black exclusively may be depressed.

WHITE

If you like white, you expect to be happy most of the time. Your personality is light, good, and pure. You have a sense of innocence about you. You seek perfection and expect others to do the same, which sometimes makes you appear cold.

Think of all the clichés you've heard regarding color: red as blood, feeling blue, in the pink, pure white, etc. Colors can have a significant impact on the way we feel. The impact a color has on the way we feel and act is known as the psychology of color.

Colors have always played an important role in society. The imperial color of China is yellow because it has a religious significance. In Greece and Rome, red was believed to have protective powers. Long ago, purple was restricted for use by nobility.

Youth in detention homes were found to respond more positively when walls that had been painted dull were changed to bright colors.

Athletic directors paint their teams' dressing rooms in bright red and orange and the visitors' dressing rooms in pale blues.

A meat market in Chicago lost a lot of business when it was painted a bright yellow color, giving the meat a purplish look. Sales zoomed when the walls were repainted bluish green, making the meat look fresh.

A study reported by German auto maker Daimler-Benz showed people can spot a white car 12 times more quickly than a black one, especially at night. Red is difficult to see at twilight and in fog. Browns, grays, dark green, black, and dark blues are least visible of all.

Colors are often associated with feelings.

Orange	exciting, exotic
Yellow	joy, warmth, inspiration
Green	freshness, security, jealousy, camouflage
Black	weight and solidity, space, theatrical, mysterious, strength
White	goodness, purity
Red	love, courage, rage, joy, cheerfulness
Blue	calm, soothing, orderliness
Violet	luxury, depth of feeling, sensual

Although most people have a personal preference for color(s), those colors may or may not work in all situations. When working as an interior designer, the client's (not the designer's) desire to use specific colors will be the controlling factor.

Activity: 9

Presentation Techniques

Interior perspective are drawings of a room inside a home, which include backgrounds, furnishings, and accessories planned for the finished project.

When color, shades, shadows, pattern, and texture, are added to an interior perspective drawing, it is known as a rendering.

Presentation floor plans present not only the layout of rooms in a home, but may include traffic patterns, appliances, and furniture arrangement. Color may also be added to define areas.

A presentation elevation represents sides of a room, but displays no depth.

Presentation boards enable a client to visualize the proposed finished product by displaying colors, designs, and textures that will be used in the completed room. Mat board or illustration board is used for mounting manufacturers samples, drawings, and photos.

Models may be used by the designer to allow the client to view all sides of a proposed project by showing a three-dimensional likeness.

For more advanced presentations, slides may be used to show examples of previous work or designs used in similar situations to that of the client.

A plan without text does not communicate a complete description of the various components. Appropriate text helps communicate information, but also makes the presentation look professional.

Practice is necessary to develop skills necessary for legible lettering. Place lettering transparency on the overhead projector.

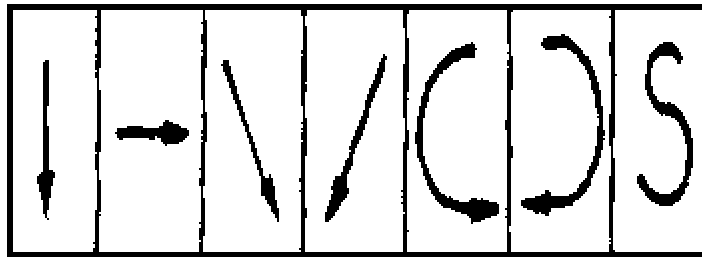
1. All projects must have a title. Check the spelling of all words for accuracy.
2. Always use guidelines when lettering.
3. Block lettering is the basic lettering and is acceptable for project presentations.
4. Letters should be bold and clear. Avoid making fancy, cute letters.

5. Make each line quickly from the beginning to the end of the stroke. This makes the lines straighter and more accurate.
6. Begin the letter with a straight line, then add diagonal and curved lines.
7. Letters will be written in a variety of sizes. Generally, the smaller the letter, the easier it is to write. Practice lettering in a variety of sizes.
8. Block letters are usually all CAPITALIZED.
9. The size of the lettering is usually related to the importance of the labeling. For example, titles are lettered larger than notes in small areas.
10. Spacing between letters and words is critical. Think of all the letters as being the same size, approximately square (“M” and “W” are a little wider.)
11. Labeling should be done from left to right.
12. Keep borders simple—avoid flowers and excessive curved lines. Simple border unite the project and make it look professional.
13. Rounded letters will *slightly* top the guidelines and can be slightly closer together than straight letters.
14. Do not cross “J” and “I”.
15. There are definite strokes to be used when lettering. Practice lettering, using the stroke guidelines shown on the next page.
16. Use a soft pencil, but be careful not to smudge your lettering.
17. Keep the point on your pencil sharp at all times.
18. Rest your hand on a separate piece of paper to avoid smudging your lettering.
19. After you have experimented with many styles and learned one that works for you, be consistent with that style.
20. Be consistent in your spacing of letters and words.

Practice! Practice! Practice!

Appropriate Letters and Numbers

Lettering Strokes

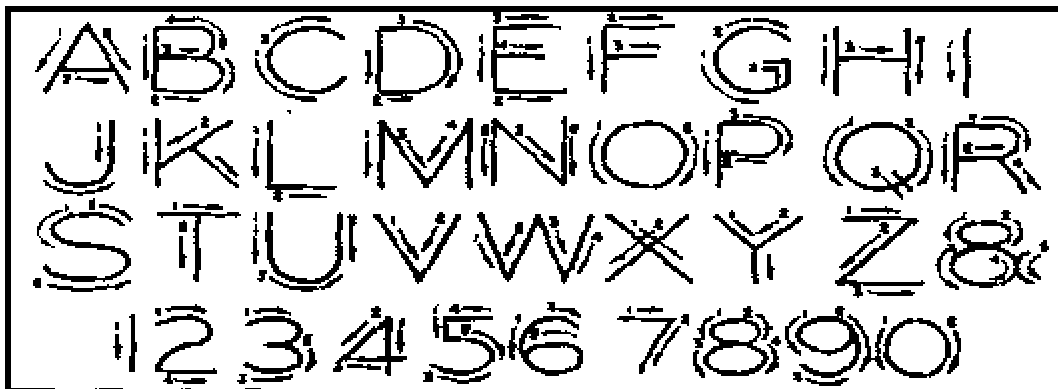


Forming the Letters

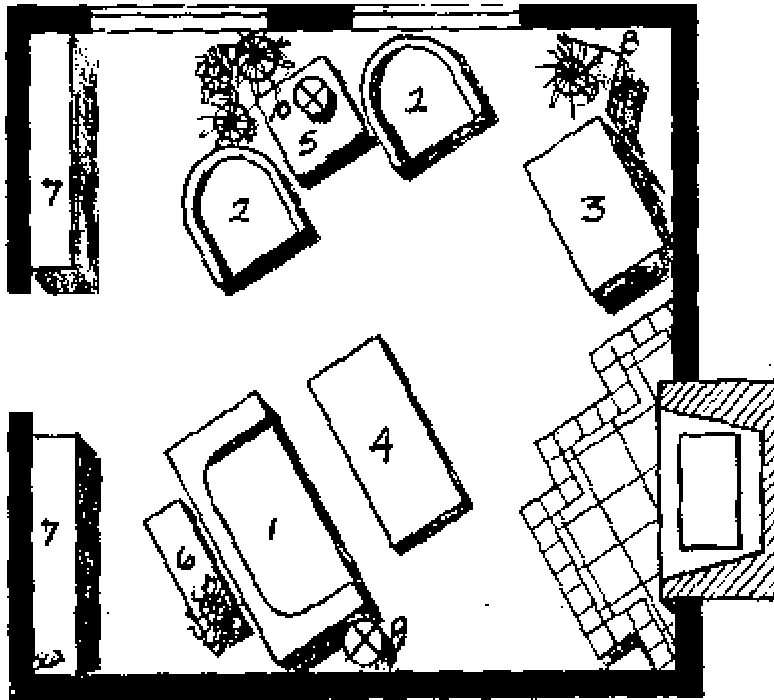
Knowing the proper order of strokes makes it easy to create each letter. All strokes are made downward or from left to right; there are no upward strokes.

A drafter's lettering speed and neatness is usually an indication of her or his drafting ability. It may be very important when he or she is applying for a drafting position.

Single Stroke Uppercase Gothic Letters



APPROPRIATE LEGENDS



KEY	
1	Sofa
2	Chair
3	TV Console
4	Coffee Table
5	End Table
6	Sofa Table
7	Book Case
8	Folding Screen
9	Floor Lamp
10	Table Lamp

Preparing A Presentation Board

SUGGESTED SUPPLIES:

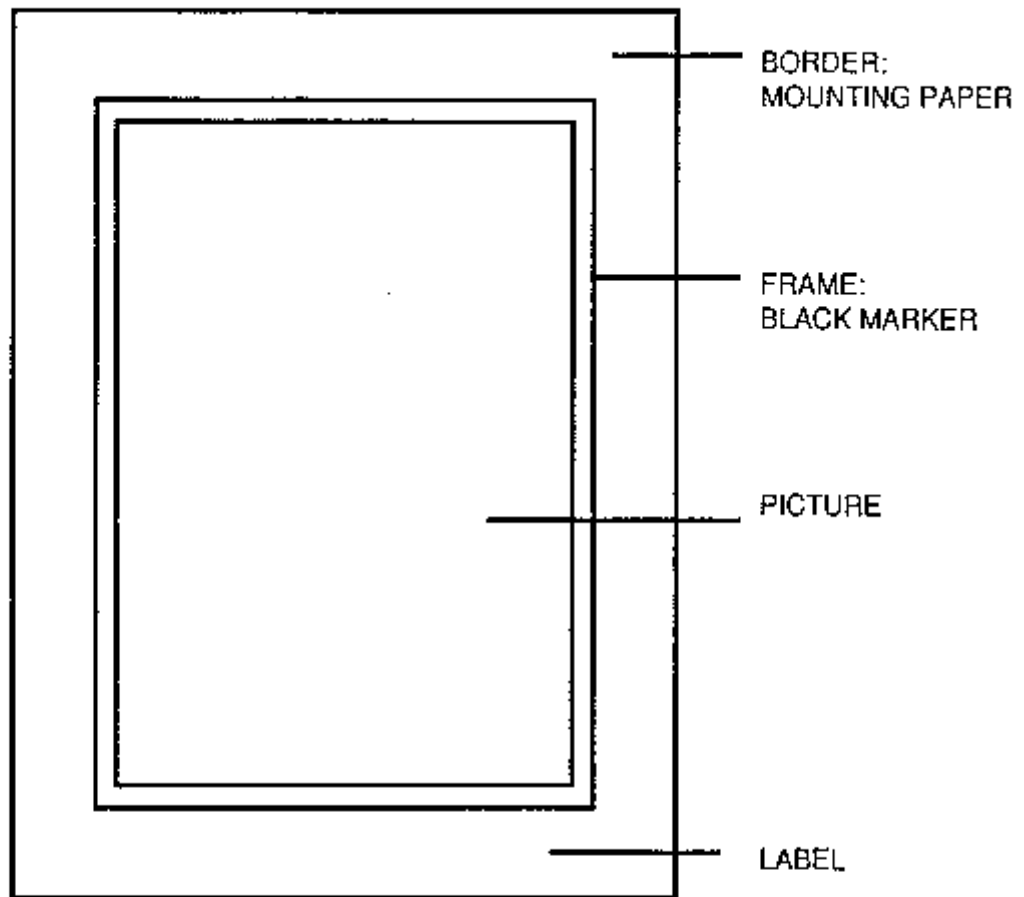
Black ink pen	Clear tape	Black felt tip
Magazines	Mat boards	Ruler
Graph paper	Scissors	Tracing paper
Samples	White glue	Straight-edge blade
Rubber cement	X-acto knife	Rotary cutters
Pin-stripping tape	Mounting tape	Hot-glue gun
"E6000" glue for carpeting samples		

SUGGESTIONS FOR PREPARING YOUR BOARD:

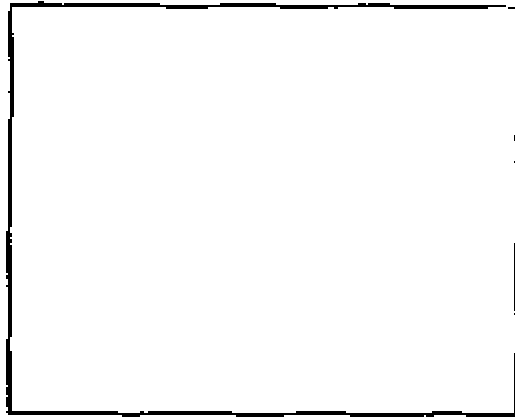
- A presentation board may be placed on poster board, mat board, card stock, or any other type of paper approved by your teacher.
- Samples may be mounted on a piece of mat board that is slightly larger than the sample, then placed on the presentation board. OR Samples may be mounted directly onto the presentation board.
- Cut the bottom mat board to the correct size.
- Cut the top mat board 1/4" smaller on all sides.
- Trim and mount samples on small pieces of mat board the size of the sample.
- To reduce fraying on fabric samples, lightly coat the leaves with white glue thinned with water, then mount them to a small piece of mat board.
- Tile, mirror, metals, wood, or carpet may be mounted to a small piece of mat board.
- Arrange samples on top of the mat board. Place samples for materials found in lower areas of the house (floor coverings) to the bottom of the board and work toward the top. Pencil lightly around each sample.

- Cut windows out of top mat board, allowing 1/4" border around each sample.
- Glue the two mat boards together, allowing 1/4" boarder on all sides.
- Mount samples inside windows, allowing 1/4" border.
- BE NEAT!
- Be creative
- Small samples of metals can be purchased at a trophy store.

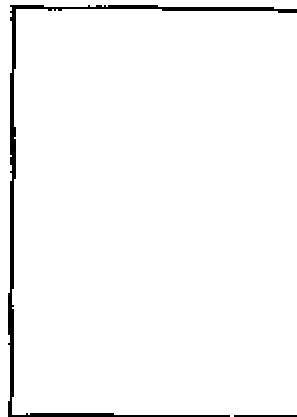
Mounting A Picture



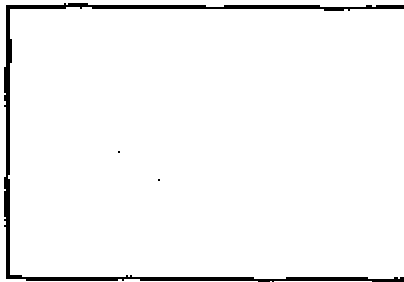
Presentation Board – Example



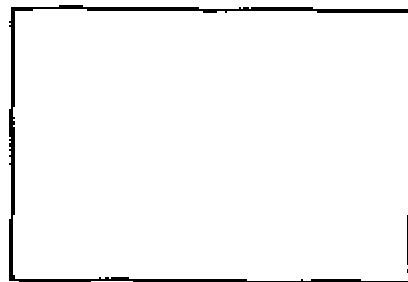
Walls



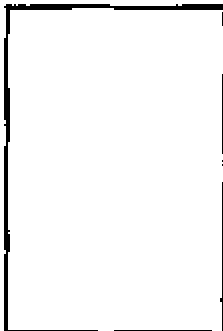
Floor Coverings



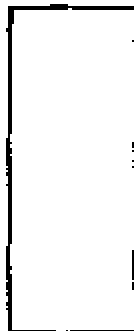
Upholstery of large sofa



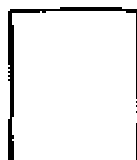
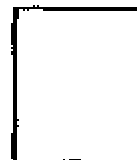
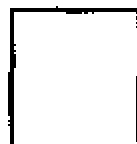
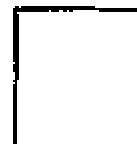
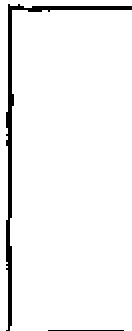
Draperies



Wood Trim

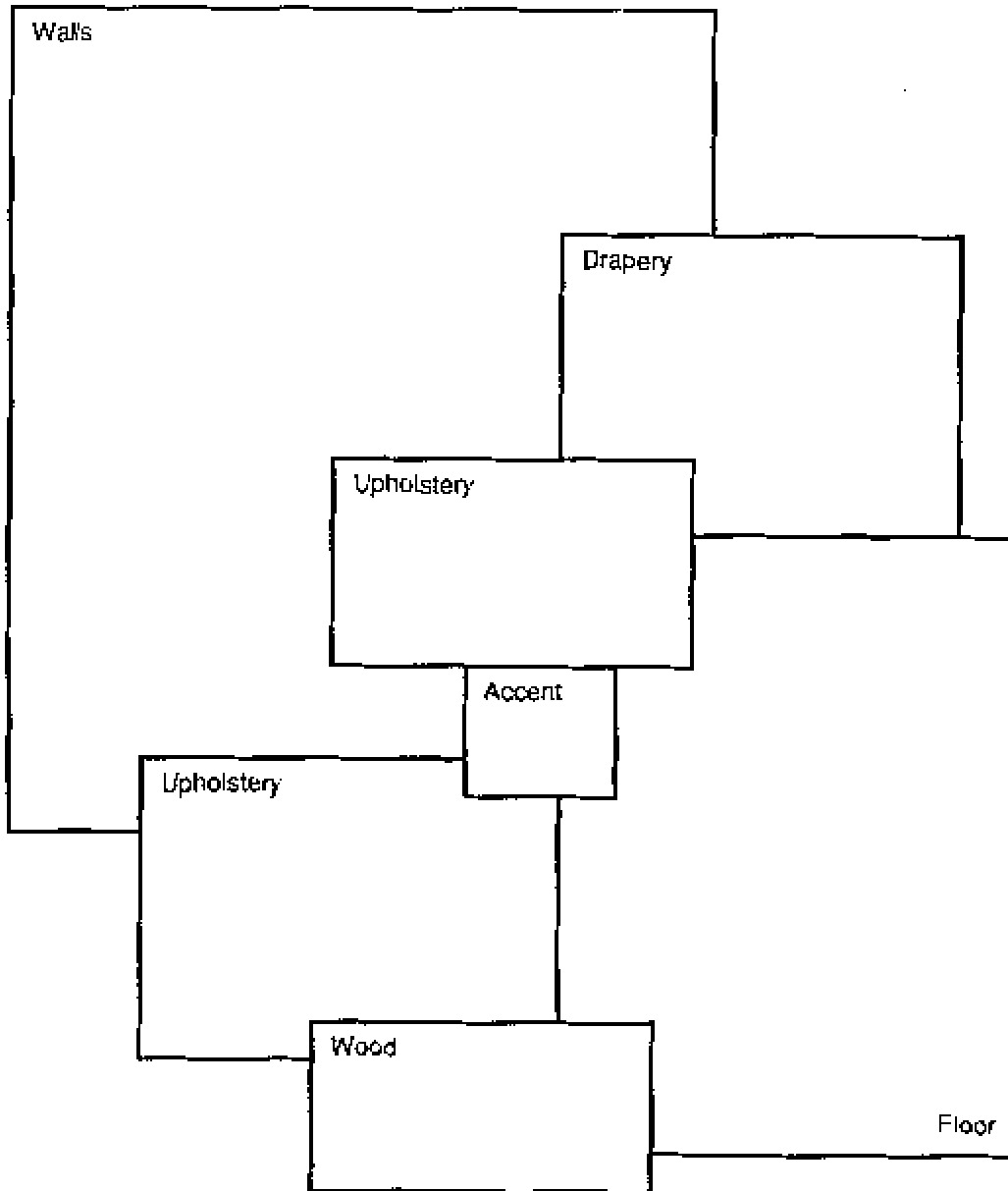


Small chair coverings



Color accents for
accessories or patterned
surfaces

Presentation Board – Example



Presentation Assignment Grade Sheet

MAT BOARD

- _____ Selection of color
- _____ Straight cut
- _____ Smooth cut edges
- _____ Care of board

Floor Plan

- _____ Correctness of drawing
- _____ Neatness
- _____ Mounting

Overlay Furniture Arrangement

- _____ Arrangement
- _____ Scale
- _____ Neatness
- _____ Mounting

Style Examples

- _____ Style
- _____ Trimming
- _____ Proper mounting technique
- _____ Totally glued
- _____ Excess glue remove
- _____ Straight mount
- _____ Arrangement
- _____ Completeness

Lettering

- _____ Straightness of line
- _____ Correct medium
- _____ Size of letters
- _____ Spelling
- _____ Overall neatness
- _____ Presentation

SAMPLES

Floor Covering(s)

- _____ Trimming
- _____ Mounting (technique)
- _____ Mounting (straightness)
- _____ Color blend
- _____ Texture

Wall Covering(s)

- _____ Trimming
- _____ Mounting (technique)
- _____ Mounting (straightness)
- _____ Color blend
- _____ Texture

Window Covering(s)

- _____ Trimming
- _____ Mounting (technique)
- _____ Mounting (straightness)
- _____ Color blend
- _____ Texture

Fabric(s)

- _____ Trimming
- _____ Mounting (technique)
- _____ Mounting (straightness)
- _____ Color blend
- _____ Texture

Wood (case goods material)

- _____ Trimming
- _____ Mounting (technique)
- _____ Mounting (straightness)
- _____ Color blend
- _____ Texture

Accessories

- _____ Trimming
- _____ Mounting (technique)
- _____ Mounting (straightness)
- _____ Color blend
- _____ Texture
- _____ Arrangement

Activity: 10

Housing Needs

The latest buzz word in interior design is “programming”. Do you have any idea what that term means? Programming is helping a family find a house that fits their particular needs.

No matter where one lives there are certain needs a person has, regarding living space. Can you identify some of these needs (privacy, cleanliness, protection, beauty, etc.)?

There are many influences for selecting a place to live:

1. What are the employment opportunities?
2. Are the roads and highways finished and usable?
3. Is public transportation available?
4. How are the schools?
5. What is the crime rate?
6. How is the climate?
7. What is the cost of living relative to income potential?

It is a challenge to discuss the specific needs of people because we so often incorrectly stereotype personalities and circumstances. For example, many high-strung athletes enjoy doing hand-work, such as counted cross-stitch and many frail-looking women drive school buses. In our discussion today, remember that we are discussing society’s perceptions of the average family or person. However, keep clear in you mind that each person is an individual, and only he/she knows what individual needs are most important to him/her.

Discuss the typical advantages and disadvantages of the various types of living conditions, but remember there will be exceptions to all of them.

	Potential Advantages	Potential Disadvantages
City	cultural opportunities	slum areas
	ethnic diversity	crime
	job opportunities	pollution
	broad range of services	limited number of parks
	range of housing prices	no sense of community

Suburbs	lower land costs	overcrowding
	proximity to city jobs	traffic congestion
	cultural/recreational facilities	travel time to work
	less congestions	monotonous layout
	opportunity to own a house	inconvenient
Exurbia	larger houses and lots	few services
	lower pollution	dependent upon automobiles
	open outdoor spaces	few cultural, recreational, and shopping opportunities
Rural	least populated	fewer entertainment facilities
	less noise	little shopping
	less expensive land	fewer organized recreational facilities
	lower taxes	
	close sense of community	

Additional considerations:

Community Services

- schools
- police protection
- fire protection
- sanitation
- water and power supplies
- transportation
- medical facilities
- recreational facilities
- other services (shopping, worship, convalescent homes, community/social-service agencies, opportunities for volunteer work)

The Neighborhood

- general age of neighbors
- income levels
- professional levels
- how well is the neighborhood established
- noise level

Selecting a Dwelling Site

- view
- privacy
- lot size and shape
- exposure
- topography (flat, level, sloping)
- soil composition (rock, clay, sand)

Legal Regulations

Zoning Board

Zoning (how the land can be used) regulations are enforced by a group of local citizens known as the Zoning Board. The Zoning Board has the power to make exceptions to the zoning laws on a case by case basis (this is called a variance and the special use is referred to as nonconforming).

Zoning laws mandate the

- kinds of building that can be built
- size of lots
- minimum size of dwelling
- minimum number of rooms in a dwelling
- kinds of businesses that may be allowed
- setbacks
 - how close to other buildings a new building may stand
 - how far from the street and other boundaries a building must be

Building Code

Building codes contain rules about building construction. They specify such things as the width, height, and number of doors a building must have; the kind of electrical wiring that may be used; and the fire safety rating of insulation materials that is acceptable. They are designed to ensure that health and safety standards are met throughout a community.

Housing codes also regulate housing that is already constructed. These laws require certain minimum facilities and equipment such as good heating systems, adequate

lighting, and complete bathroom. These codes also attempt to limit the number of persons or families that can reside in each living unit. The primary reason for having housing codes is to ensure safe and sanitary housing conditions for the residents of a community.

Activity: 11

Housing Case Studies

For each of the following cases, find an advertisement for housing that best meets the needs of the family. Identify each ad as it relates to the numbered situations below. Attach the adds to this worksheet and explain why you selected each ad. Remember, housing costs should not exceed 25% of take home pay per month. This means the total price of a house should not exceed 2.5 times an annual salary.

CASE #1: Couple—both are university students—both work part-time—have one car—together they earn about \$1,200 per month.

CASE #2: Couple—he works full-time—she works part-time—one car—both attending local college—combined income of about \$1,500 per month.

CASE #3: Single mother working full-time—once child five years-old—mother earns \$900 per month and receives \$200 per month child support—drives an old not-too dependable car

CASE #4: Young family—2 children (ages 4 and 6) —one car—father works out of town and earns \$30,000 per year—mother stays at home with the children

CASE #5: Growing family with four children (ages 3, 5, 9, and 12)—both parent work—two cars—looking for a first house—\$40,000 combined income per year—parents work in different cities 10 miles apart

CASE #6: Family with older children (ages 16, 20, and 24)—looking for a newer home—own five cars, a boat, and two snowmobiles—parents earn \$80,000 combined yearly

CASE #7: Older couple in the mid fifties—five children all married or away at school—two cars—six grandchildren who visit often—presently in large house with large yard—can afford a house that costs up to \$200,000

CASE #8: Widow in early eighties—5 children—26 grandchildren who visit regularly—does not drive—limited income (social security)—fairly good health

CHAPTER SERVICE PROJECT

Conduct an FCCLA Chapter Service Project in your classroom to examine housing needs and choices for individuals and families. Chapter Service Project encourages classes to develop and implement an in-depth service project that makes a worthwhile contribution to families, schools, and communities.

Guidelines for Implementation:

- i** Use the FCCLA planning process to develop and implement the project
- i** Address a specific interest or need that makes a worthwhile contribution to families, schools, communities, and/or family and consumer sciences
- i** Use the eight FCCLA purposes as a guideline
- i** Work cooperatively with other school groups, community groups and/or volunteers to achieve project goals
- i** Increase public awareness of the issue addressed and FCCLA

Project Suggestions:

- < Create a manual documenting the steps throughout the process. You might want to include pictures, written works, newspaper articles, etc.
- < Create a display of pictures, brochures, newspaper clippings, etc. to be displayed in your school or community
- < Present your project to other school groups, community groups, volunteer groups, parents, teachers and administrators
- < Create a video or slide show of your project, the process you went through, and the end results
- < Develop a written summary of the events that occurred

ENTREPRENEURSHIP

Conduct an FCCLA Entrepreneurship project in your classroom to analyze components of housing design and construction. Entrepreneurship recognizes students who develop a plan for a small business using family and consumer sciences and/or related occupations skills.

Guidelines for Implementation:

- i** Use the FCCLA planning process to develop and implement the project
- i** Utilize skills and develop an understanding in facility management, budget and credit management, personnel management, and government regulations
- i** Use the eight FCCLA purposes as a guideline
- i** Work cooperatively with other school groups, community groups and/or volunteers to achieve project goals
- i** Increase public awareness of the issue addressed and FCCLA

Project Suggestions:

- < Create a manual documenting the steps throughout the process. You might want to include pictures, written works, newspaper articles, etc.
- < Create a display of pictures, brochures, newspaper clippings, and so on to be displayed in your school or community
- < Present your project to other school groups, community groups, volunteer groups, parents, teachers and administrators
- < Create a video or slide show of your project, the process you went through, and the end results
- < Develop a written summary of the events including a budget, forms and records used, management procedures (hiring, salaries and benefits, policies and procedures, etc.), laws, regulations and codes, supplies and equipment, and/or advertising and recruitment
- < Develop a business plan to include all elements of the business related to housing design and construction
- < Develop an organizational chart to include job titles and tasks

FOCUS ON CHILDREN

Conduct an FCCLA Focus on Children project in your classroom to analyze components of interior space and planning. Focus on Children recognizes students who use family and consumer sciences and/or related occupations skills to plan and conduct a child development project that has a positive impact on children.

Guidelines for Implementation:

- i** Use the FCCLA planning process to develop and implement the project
- i** Use a combination knowledge from housing, interiors, and furnishings as well as child development to conduct a project that would have a positive impact on children
- i** Address a current child development issue related to interior housing needs of children
- i** Use the eight FCCLA purposes as a guideline
- i** Work cooperatively with other school groups, community groups and/or volunteers to achieve project goals
- i** Increase public awareness of the issue addressed and FCCLA

Project Suggestions:

- < Create a manual documenting the steps throughout the process. You might want to include pictures, written works, newspaper articles, etc.
- < Create a display of pictures, brochures, newspaper clippings, and so on to be displayed in your school or community
- < Present your project to other school groups, community groups, volunteer groups, parents, teachers and administrators
- < Create a video or slide show of your project, the process you went through, and the end results
- < Develop a written summary of the events that occurred

ILLUSTRATED TALK

Have your students produce and present an Illustrated Talk classroom to analyze a safe and attractive environment. Illustrated Talk focus is on students ability to make a presentation about life issues concerning family and consumer sciences and/or related occupations. Presentations use props such as charts, posters, pictures, or visual aids. The purpose is not to inform or lecture, rather it is used as a demonstration or a “how to” type of presentation. The intent is to present views on life issues in family and consumer sciences and how youth can address these issues.

Guidelines for Implementation:

- i Use the FCCLA planning process to develop and implement the project
- i Consider the content of the presentation including opening, relationship of issue to individual, family life, or career preparation, subject knowledge, closing
- i Address methods students can use to address the issues
- i Consider presentation style including voice, gestures, and grammar
- i Utilize visual aids to create an effective and visible presentation
- i Use the eight FCCLA purposes as a guideline
- i Work cooperatively with other school groups, community groups and/or volunteers to achieve project goals
- i Increase public awareness of the issue addressed and FCCLA

Project Suggestions:

- < Create a presentation outline
- < Develop a written and oral report
- < Research current and local demographics as supporting evidence
- < Present your project to other school groups, community groups, volunteer groups, parents, teachers and administrators
- < Video tape the presentation for future use and/or as a self-evaluation tool

JOB INTERVIEW

Have your students prepare for a job interview to analyze career paths within the housing, interiors, and furnishing industries. Job Interview provides students with an opportunity to use family and consumer sciences and/or related occupations to develop a portfolio, participate in a simulated job interview, and communicate a personal understanding of job requirements.

Guidelines for Implementation:

- i** Use the FCCLA planning process to develop and implement the project
- i** Apply for a job that matches students' current skills and relates to their career goals and interests
- i** Interview skills are reflected through an interview
- i** Consider presentation including portfolio, resume development, and interview process
- i** Consider presentation style including voice, gestures, and grammar
- i** Use the eight FCCLA purposes as a guideline
- i** Work cooperatively with professionals and businesses in the housing, interiors, and furnishings industry

Project Suggestions:

- < Develop a resume
- < Complete a job application
- < Develop a portfolio
- < Conduct an interview
- < Video tape the interview for future use and/or as a self-evaluation tool

SKILLS FOR LIFE

Conduct a Skills for Life project in your classroom to demonstrate design and presentation skills related to housing, interiors, and furnishings. Skills for Life provides an opportunity to develop a “how to” presentation that explains a life skill used to plan and/or implement a project related to a national FCCLA program.

Guidelines for Implementation:

- i Use the FCCLA planning process to develop and implement the project
- i Develop written documentation of the presentation
- i Define the life skill used to reach project goals. Life skills are related to planning, goal setting, problem solving, decision making, and interpersonal communications
- i Demonstrate how the life skills is used to plan and/or implement a project
- i Demonstrate public speaking skills considering tone, terminology, and effective body language
- i Utilize organized and effective visual aids
- i Use the eight FCCLA purposes as a guideline
- i Work cooperatively with other school groups, community groups and/or volunteers to achieve project goals
- i Increase public awareness of the issue addressed and FCCLA

Project Suggestions:

- < Develop a presentation consisting of an outline with the step-by-step procedures, an oral presentation utilizing effective visual elements, and provide responses to questions
- < Present your project to other school groups, community groups, volunteer groups, parents, teachers and administrators
- < Create a video or slide show of your project, the process you used, and the end results
- < Develop a written summary of the events that occurred
- < Develop a portfolio or manual of the events including pictures, written articles, and newspaper clippings

Alternative Assessment Activities

The following list provides 16 different means of assessment in the classroom. The following strategies provide generic assessment suggestions that may be used for a variety of activities.

Sixteen Strategies:

1. “I learned statements” – One thing I learned today on a note card (5 minutes @ end of period)
2. Summary sheets – three or four key things learned on a note card (15 minutes @ end of Friday or at the end of the lesson/unit, in groups of 2 or 3)
3. Clear/Unclear thoughts – students put on note card something that was clear or not clear about the lesson
4. Key idea identification – what is the “Key Idea” of lesson/unit - transcends time and space
5. Question authoring – have each student develop one or two questions from the lesson that can be used for review or for a test item
6. Circle meeting – all students in a circle; each student shares a thought about the topic; student has the right to pass
7. Journal entries – daily reflective writing in a journal connects self to lesson
8. Record keeping – students chart grades, progress, etc.
9. Learning illustrated – students sketch/draw a chart, cartoon, map, design of a concept learned
10. Thinking aloud – partners share about learning and share with the group
11. Focus groups – 3-4 students focus on a segment of what is being studied and then share with the group
12. Personalizing learning – What is going on in personal life? Does it make a connection or not?
13. Authentic Applications – performance of learning, hands-on activities, “doing” it
14. Percolating – Question of the Week & find out during the week
15. Displays – put up student work, “honor the student”, parent night
16. Parent Connections – letters and phone calls to parents (Sasaki style)_

These strategies meet the following conceptual understandings:

Cause & Effect

Cycles & Change

Commonality & Diversity

Functions & Relationships

Systems & Patterns

Time & Space

Scale & Symmetry

Equalism & Order